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ABSTRACT

In this volume are summaries of some 30 talks presented at the workshop. Topics covered include Civil Service Commission standards for classification of librarians and library technicians, data bases, library administration, legal and legislative materials, and user education. A list of participants with addresses and phone numbers if appended. (PF)

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PROCEEDINGS OF THE

1974
THIRD ANNUAL FEDERAL INTERAGENCY FIELD LIBRARIANS WORKSHOP

September 29 — October 4, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Washington, D.C.

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INTRODUCTION

These Proceedings present summaries of papers given at the Third Annual Federal Interagency Field Librarians (FIFL) Workshop, held in Washington, D. C., September 29 - October 4, 1974.

The FIFL Workshop developed out of a series of predecessor workshops that began in 1964. For a detailed history of the FIFL Workshop, see the summary starting on page 61.

The Proceedings are, of course, no substitute for attendance at the Workshop itself. Indeed, because it is participation in these training sessions that represents their unique value to the library community, publication of the Proceedings is discontinued with this volume.

The 1974 Workshop featured two innovations, both of which were well received. Agency Day was extended to a day and a half, providing attendees the opportunity for more meaningful programs with their agency colleagues. The working session format was introduced; its popularity clearly identifies it with the Workshop's overall function as a training medium.

Both activities can be expected to highlight the 1975 Workshop Program.

AGENCY DAYS

Agency Day this year was expanded to one and a half days and in the future will become an even more significant part of FIFL Workshops. This results from the increasing recognition of the interface that exists between headquarters libraries and field libraries. Program and service cooperation, large data collections, centralized technical processing, and networking mandate close communications between headquarters and field.

Agency Day held by sponsoring agencies consisted of a wide range of activities reflecting the total business activities approach needed to operate today's libraries/information centers. Specialties from accounting to xerography were covered, including: automated data bases, computer cataloging, GSA schedules, microform technology, purchasing, school library media programs, etc. Added to the training sessions and meetings were tours to the Patent Office, Geological Survey, Library of Congress, Defense Documentation Center, and National Technical Information Service.

WORKING SESSIONS

This year the Workshop Program Planning Committee experimented with a new meeting format which we called working sessions. This new format was an attempt to bring the Workshop attendees into a genuine teaching situation in a small group meeting with an expert in the subject, with time for hands-on-work and an interchange of ideas.

The experiment was successful beyond the expectations of the Committee in terms of people who wanted to attend. In fact, a large proportion of people who wanted to attend one or more of these working sessions was unable to do so because of the limited number of positions which the Committee had allowed. In addition, it was found that longer periods were required in order to accomplish what the working session was intended to accomplish.

Working sessions were held in the following subject areas: acquisitions, bibliography, preparation of position descriptions, and reference. These subjects were all approached at a basic level. Each subject was taught concurrently by four instructors, each with from 15-20 attendees. The discussions were held in small rooms to encourage a maximum of inter-communication.

The 1975 Committee plans to continue the working session format but with longer time periods scheduled.

WORKING SESSION: BASIC ACQUISITIONS

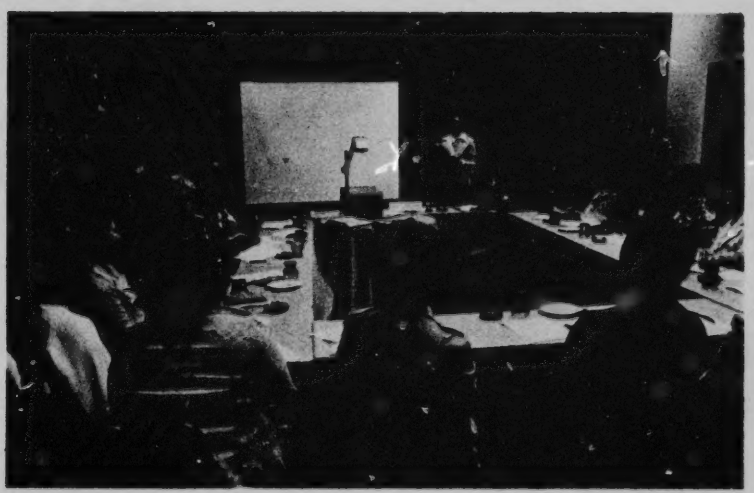
Pictured below are the instructors:

Mary Ellen Keck, Department of the Interior, Coordinator
Mary Hardison, Department of Commerce
Madeleine Wilkins, Corps of Engineers
Cecily Wood, Department of Housing and Urban Development

Mary Ellen Keck

Mary Hardison

Madeleine Wilkins



Cecily Wood

BIBLIOGRAPHY

Pictured below are the instructors:

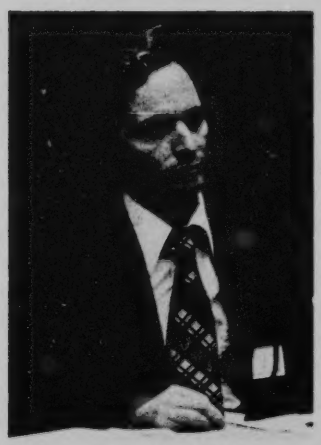
Helen Boston, Housing and Urban Development, Coordinator
Ruth Friedman, Department of the Interior
Norma Lodico, Department of the Interior
Leslie Kulp, National Agricultural Library

Helen Boston

Ruth Friedman

Norma Lodico

V



Leslie Kulp

JOB DESCRIPTIONS

Pictured below are the instructors:

Elizabeth Knauff, Office of Management and Budget, Coordinator
Ingjerd Omdahl, Army
Neil Potosky, Department of Commerce
Sarah Thomas, Environmental Protection Agency

Elizabeth Knauff

Ingjerd Omdahl

Neil Potosky

Sarah Thomas

BASIC REFERENCE

Pictured below are the instructors:

Elizabeth McElroy, National Oceanic and Atmospheric Administration, Coordinator
Cecelia Hornbrook, Housing and Urban Development
Lois Lanham, Patent Office
Richard Schoepf, Department of the Interior

Elizabeth McElroy

Cecelia Hornbrook

Lois Lanham

Richard Schoepf

WORKSHOP PLANNING COMMITTEES' CHAIRPERSONS

Barbara Bauman, DI, Physical Facilities
Judy Burnam, DOC, Publications and Printing
Tom Fleming, DOC, Hospitality
Phil Haymond, DI, Program Planning
Abbott Martin, DI, Agency Day; Workshop Treasurer
Leila Moran, NAL, Exhibits
Doreen Buck Tilton, HUD, Regitration

SPONSORING AGENCIES

Corps of Engineers (Department of Defense)
Department of Commerce
Department of Housing and Urban Development
Department of the Interior
National Agricultural Library (Department of Agriculture)

ACRONYMS

AEC	Atomic Energy Commission
ALA	American Library Association
ASIS	American Society for Information Science
BIA	Bureau of Indian Affairs
C of E	Corps of Engineers
CSC	Civil Service Commission
DI	Department of the Interior
DOC	Department of Commerce
DOD	Department of Defense
EPA	Environmental Protection Agency
FLC	Federal Library Committee
GPO	Government Printing Office
HHFA	Housing and Home Finance Agency
HUD	Department of Housing and Urban Development
LC	Library of Congress
NAL	National Agricultural Library
NOAA	National Oceanic and Atmospheric Administration
OMB	Office of Management and Budget
SLA	Special Libraries Association
USNR	U.S. Naval Reserve
USGS	U.S. Geological Survey
VA	Veterans Administration

LONG RANGE PLANNING COMMITTEE

Margrett B. Zenich, C of E; Ray D. Reese, BIA; Mary A. Huffer, Chairperson, DI; Stanley J. Bougas, DOC; Frances Swim, NOAA.

not present:

Richard A. Farley, NAL; Elsa Freeman, HUD; Ruth Gilbert, VA; Yvonne Rhodes, USGS

Welcome - Conference Chairman

Ladies and Gentlemen:

Welcome to the Third Annual Federal Interagency Field Librarians' Workshop. I am Mary Huffer, Department of the Interior, this year's Workshop Co-ordinator and Chairman of the Long Range Planning Committee. Those of you who are familiar with these annual workshops, already know that they began several years ago within the D.O.I. under the leadership of Paul Howard as a means of pulling the Departmental Library and the Field Libraries within the Interior, into a closer working relationship.

This year's Workshop is sponsored by five agencies: the Department of the Interior, Department of Housing and Urban Development, Department of Commerce, the Army Corps of Engineers, and the National Agricultural Library.

Margrett Zenich (Corps of Engineers) will assume on Friday the Chairmanship of the Long Range Planning Committee and responsibility for the meeting in Dallas next year (1975), and for the following year - "1976 - the Bicentennial Year" - when the Workshop will be held close-by in Alexandria, Virginia. Margrett would be most happy to receive any suggestions you have regarding future workshops. She is particularly interested in knowing about any field librarians who can assist with next year's Workshop in Dallas.

The purpose of the Workshop is to provide a training vehicle for field library personnel and an opportunity for attendees to interact with headquarters staff. Our goal is to have you return to your home base a little wiser, more knowledgeable about how to cope with day to day problems in your shop and knowing a few more "Friends and Colleagues" upon whom you can call for assistance.

Maximum time for meeting and exchanging information on a one to

one basis has been allowed. The breaks between sessions are meant for this purpose.

Introduce yourselves to one another - Do you know the people sitting around you? If not - make the effort to break the ice - get to know at least ten new people you never knew before by the end of this week.

Please choose your sessions carefully. Some presentations are on a very practical basic level - if that is what you want - good. Attend. But if you are an expert in that area - use your time elsewhere - for instance, there are presentations at the other end of the spectrum for those interested in the more sophisticated and advanced techniques of using on-line, real time computerized systems. In between these two extremes there is a great variety of sessions from which you can choose.

We are keeping the sessions as informal as possible. We encourage your questions and participation. There will be very few formal introductions of any of the speakers or instructors. If you want more information about any of the speakers - ask.

Following your recommendations from last year, we have cut back on the general sessions. Roy Walters' presentation this afternoon is a continuation of a series of lectures on Management Theory, focusing this year on *Utilizing Your Human Resources* - after all, our human resources are our most unique, yet comprehensive and valuable resources within our libraries.

And if Grace Hopper isn't an inspiration to everyone, I'll eat my non-existent hat.

I guest I'd better say a word about the accommodations. This hotel was chosen because of its convenient location to downtown Washington, and its convenience to shops, restaurants, movies, and the several other close by hotels and motels. It is a short bus ride or a quick taxi ride to downtown Washington. The people stationed at the registration desk are eager to help you with any questions you may have concerning transportation, restaurants, shopping, and so forth.

The building next door houses some of the Navy Offices and has a very nice and reasonably priced cafeteria. It is open early for breakfast and until about 1:30 for lunch. There are lots of good, not too expensive places within easy walking distance for you to patronize.

Now for the good news - there is an indoor pool, exercise room, sauna and game room on the 12th floor. So, do enjoy the facilities the hotel does have to offer.

Registration is over 300 right now and will most likely go to between 325 and 350. Which brings me to another point I want to call to everyone's attention.

The Workshop, if it is to continue to be a "Workshop," *must* place a limit on the number of attendees. The Long Range Planning Committee will be expanding the time allowed for agency matters, and will of necessity limit future workshop attendance to personnel of sponsoring and supporting agencies. We are growing so large that there are not too many places that can properly accommodate our type of meeting.

There are several things happening on the local scene you may want to take advantage of this week while you are here. The District of Columbia Library Association has invited the attendees of this Workshop to their meeting Thursday night. Rod Swartz, Acting Executive Director, National Commission on Libraries and Information Science, will be speaking, and there is a wine & cheese party beforehand. If you are interested, let them know at the registration desk.

The new Mormon Temple is holding open house through October 30th and thereafter will be closed to all visitors. Tickets are scarce, but you may just hit it lucky. If you are interested, let us know, and we'll see what we can do for you.

Friday, the new Hirshorn Museum opens on the Mall - there are feature articles in *Time Magazine*, *Newsweek*, and yesterday's Sunday paper, devoted to this latest addition to the Smithsonian complex. Many of you will perhaps want to stay over an extra day to visit this wonderful new museum of modern art that everyone will be and is talking about. It is called the "Doughnut on the Mall" by some of the local wags!

The Program Committee has done a very good job, I think, of taking your recommendations from last year and translating them into this year's Workshop. The success of the Workshop depends now upon how much of yourself you give to making it a worthwhile learning experience for you, yourself, personally.

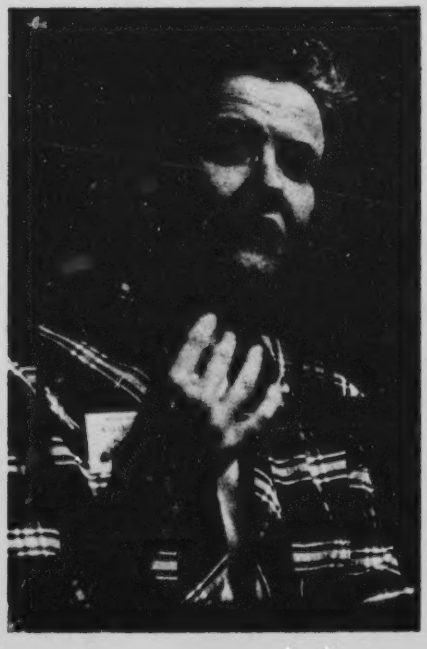
This is your Workshop, our Workshop, and I wish for each of *us* to gain a little more know-how, a little more self-esteem, and a few

more friendly, helpful colleagues before the week is over. If there is anything any of us can do to help any of you during the week, please let us know.

I would like now to introduce to you Phil Haymond, Chairman of the Program Committee, who has a few nitty-gritty matters, he tells me, to relate to you.

Summary of Past Year's Events Important to Librarians: Library Legislation, a Brief Summary

Eileen D. Cooke
Director
American Library Association, Washington Office



The role of libraries in the well-being of the nation has been recognized by the U. S. Congress both in the declaration of legislative policy and by financial support. The ALA Washington Office worked for ten years before enactment in law of the first federal grants for libraries, the Library Services Act of 1956. Today we have the Library Services and Construction Act, the Elementary and Secondary Education Act school library program, and the Higher Education Act Title II library programs. In addition, we have the depository library program, the Medical Library Assistance Act, the many programs of the Library of Congress, the National Agricultural Library, and the National Commission on Libraries and Information Science.

Many other laws not directly library-related also affect libraries, such as the Fair Labor Standards Amendments of 1974, the comprehensive Employment and Training Act of 1973, the Disaster Relief Act of 1974, the Older Americans Comprehensive Amendments of 1973, and the Congressional Budget and Impoundment Control Act of 1974, to name only a few of the more recent laws.

Postal rates, tax laws, freedom of information, copyright, customs regulations, obscenity statutes, cable television — all of these, too, affect libraries. It is clear that no library today — whether it be a federal library, an elementary or secondary school library, an independent research library, a college or university library, a public library, a state library, or a national library — no library can afford to ignore the legislative scene.

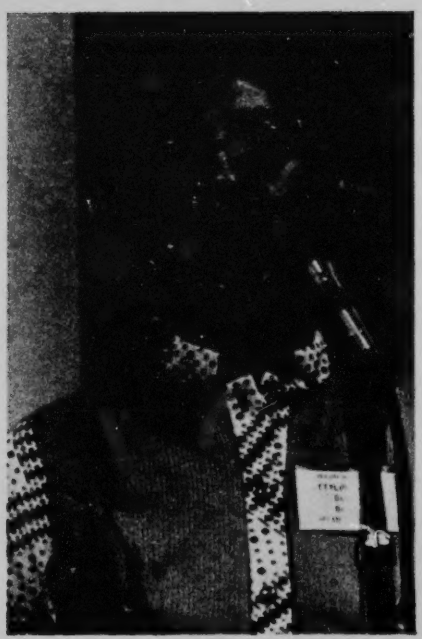
One piece of legislation now going through Congress is the proposed White House Conference on Library and Information Services (S.J. Res. 40). It passed the Senate in 1973 and is to be considered by the House Rules Committee October 1, 1974, prior to its debate on the floor of the House. This measure is of great importance to the entire library community, and all should be familiar with its provisions. Write to your own Representative and ask him or her to send you a copy of the hearings held in the House Select Subcommittee on Education in November, 1973, on the proposed White House Conference on Library and Information Services.

The President of the American Library Association specifically mentioned the importance of the Federal library community in her testimony before that subcommittee: "The resources of our approximately 2,000 Federal library and information centers constitute a wealth of material with enormous potential for service and research. The Federal library community consists not only of the three major national libraries...but also the Presidential Libraries, libraries serving Cabinet departments and indeed practically every government agency, libraries serving the Army, the Navy, and the Air Force, federal academic libraries, school libraries, special technical libraries, institutional libraries, and general libraries....No conference on library and information services would be complete without including as a major agenda item the resources and services, both actual and potential, of the Federal library community."

The bill calling for the White House Conference (S.J. Res. 40) would also call for conferences in each of the states and territories before the national-level conference. The Federal library community must be involved in each of these conferences if they are to be successful, and that means that you must begin planning now. These are to be users' conferences -- not groups of librarians talking to each other. Send for information about the legislation. Inform yourself now so that you will be prepared to participate once the bill is enacted into law.

Moving a Library

Bettylou Rosen
NOAA
Miami, Florida



In presenting you with the information needed to move a library, I can share with you what I know from my own experience, from the experience of others as described in library literature, and from personal interviews with veteran movers.

When the NOAA Miami Library moved to the new facilities of the Atlantic Oceanographic and Meteorological Laboratories on Virginia Key, there were no elevators in the building, and no furniture or shelving had been ordered for the library. Because the collection had been very crowded in the old quarters it was only superficially organized, and arrived at the new site in a rather chaotic manner, in which state it was to remain for six months.

When any library is to be re-located, there are basic problems, plans and procedures common to all situations which must be considered. These are problems of space comparison, classification changes, extra care required for special collections, and the affability of the moving company. All of these must be examined before a single book is moved, and will necessarily be modified by the size and nature of the collection, extent of the move, funds and manpower available, and physical chacteristics of the old and new buildings.

In February of 1966, Edwin Wolf II, of the Library Company of Philadelphia, was faced with the monumental task of moving a 235-year-old library into a new building. The vast size of the collection and its peculiar system of non-classification were problems compounded by a meager staff, several snowstorms, an

architect who mis-calculated, and a Library Director who waited anxiously each day of the move for the system to break down. In spite of the setbacks, however, the move progressed to completion -- much to the surprise of all involved -- including Mr. Wolf and the anonymous Library Director. While this particular situation is an odd one, the story is nonetheless entertaining, and serves to give the prospective mover the satisfaction of knowing his own problems will surely be comparative non-entities.

In the final analysis, then, the secret of a successful move lies in pre-planning. As far as possible, potential problems must be uncovered and examined on paper, and the entire procedure laid out in detail, down to the color of the box labels. If the problems are known beforehand, the staff members thoroughly imbued with the importance of their respective duties, and the movers show up on time, there is every reason to believe the transfer of your library will be completely painless and totally successful.

Extra Help in Libraries

James M. Desmond
Department of Commerce
Washington, D.C.

There are two kinds of personnel ceilings: permanent full-time and temporary full-time or part-time. There are other programs, however, which make people available to librarians without being charged to a personnel ceiling of either type.

In the work situations given below, the assistance obtained would not be charged to the library's personnel ceiling.

I. Host/Enrollee Programs

Programs in which participants are enrolled in programs hosted by the agency, but who are not employees of the agency. The agency or department provides work status for the enrollee and may pay a small part of their salary, but no manpower ceiling is occupied.

II. Types of Host/Enrollee Programs

A. Vocational Work Study Program
B. College Work Study Program
C. Work experience and work incentive programs
D. New career programs
E. Manpower Development and Training Act
F. Job Corps

III. Temporary Employment

Library pays for the employee, but he is not charged against an employment ceiling.

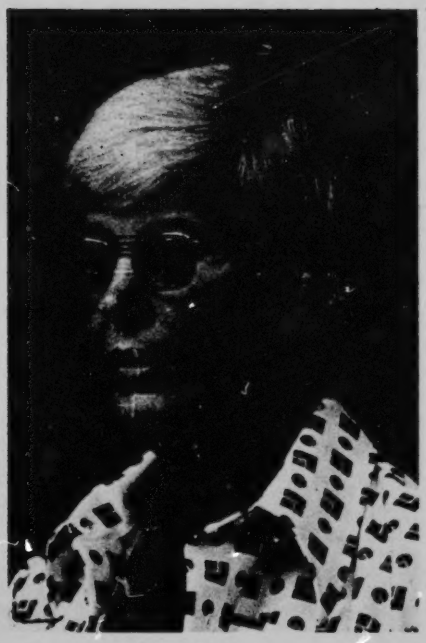
IV. Types of Temporary Employment

A. Summer Aids
B. Junior Fellowship Programs
C. President's Stay in School Program

All of the above employee programs can be described in full by checking with your agency personnel office. *Forecast*, personnel planning guide for managers in the Department of Commerce, was described. Copies of *Forecast* can be obtained by contacting the Office of Personnel, U.S. Department of Commerce, Washington, D.C. 20230.

User Education Panel

Barbara Collier
District Librarian
Corps of Engineers
St. Louis, Missouri



Because every library is, to some extent, a unique situation, I will discuss the philosophy of user education in technical libraries. It is necessary that you serve all people in your agency, GS-1's included. Everyone is proficient in some field. It is important to remain cognizant of that fact and to meet people on equal ground. It is also important to remember that none of them are really knowledgeable in your field.

You are operating a service organization, and services must be sold. Before advertising starts, you must have a good product. Your products are service and materials. Materials offered must be useful and easily accessible. Services offered must be varied and complete.

Once you have a product, start selling. One age-old method of reaching your public is by the written word. A more effective way is through personal contact, using both one on one and the group approach. In addition to enticing users into the library, it is necessary to go out and meet them in their own territory. However, the most important thing to remember is that the best advertising in the world is the personal word of a satisfied customer.

User Education Panel

Ann Bowman Hall
NOAA
Beaufort, North Carolina

A traditional type of user education is offered to new employees when they first come to work at the Center. They are given a tour of the library and are informed of the services available through the library: interlibrary loans, the availability of the other marine libraries in the area and a copy of the local serials list, and instruction on how to use the abstracting journals and our card catalog and reprint files. Since new people have not yet begun their research activities, they usually spend considerable time in the library, which is ideal from the librarian's point of view. I make a point of spending several hours with each new scientist surveying the literature in their field of interest. We search the card catalog, the reprint file and the abstracting journals for articles they will find useful in their research. They are introduced to the librarians of the other marine libraries in the local area. They learn about the library in an actual working situation, and I have the opportunity to learn about their interests and possible future needs.

A different approach to user education must be used with the long-time staff member. His relationship with the library is already established, so work with him is on a continuing basis. Regular, routine ways of keeping the scientists informed of what is available in the library are monthly lists of reprint acquisitions and display of all materials received in the library each week. A list of serials available in our library, the Duke University Marine Laboratory Library and the University of North Carolina Institute of Marine Sciences Library has been made

available to each scientist in the Beaufort area, and this list serves primarily as a user's tool. Staff members are acquainted with books and periodicals purchased by the library, because they participate in their selection.

Ours is a small library, and it serves a small staff of scientists. Because of the size and the limited subject area covered, user education can be individual, and the scientists can be served on an informal, personal basis.

User Education Panel

Lola Stephens
Army
Washington, D.C.

To acquaint the clientele of the Army Library, Pentagon, with the many resources available, an ongoing awareness program has been established.

Yours to Command, a library manual packed with informative descriptions of library services and usage is distributed freely throughout the Pentagon complex.

Tours or briefings of the library are designed to meet the needs of the newly assigned officers and civilians in the Pentagon.

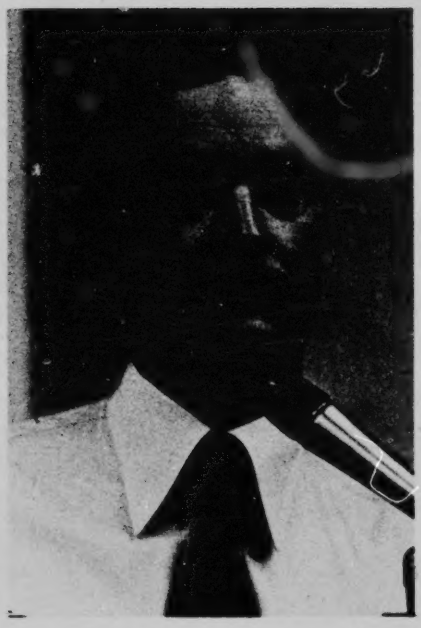
To assist the patron in his own search, there are bulletin boards, directional and informational charts, book marks, bibliographies, and a periodical holdings booklet.

The two terminals for informational retrieval, the New York Times Data Bank and the Defense Documentation Center base, are available for use by the library patron with or without assistance from the staff. A third terminal, OCLC -- Ohio College Library Center, is available for Technical Services Branch for cataloging but is also a source for identifying obscure titles and authors. The use of another data base, LITE -- Legal Information through Electronics, is available by telephone to us.

With these means of "advertising," a patron-awareness of the potential of the library resources is realized.

Data Bases Panel

James R. Stear
NOAA
Washington, D.C.



NOAA has developed a new bibliographic information retrieval system called OASIS (Oceanic and Atmospheric Scientific Information System). OASIS provides retrieval access to most of the major bibliographic data bases available which deal in any way with the environmental sciences and marine resources. OASIS functions basically as an information analysis center. Users of OASIS services need only state their information needs, and an information specialist will access whatever data bases are relevant to their information needs. OASIS also provides on-line terminal access for NOAA users to many of the data bases that are available for on-line searches.

The approach within NOAA for access to computerized bibliographic data bases is to contract centrally for all of NOAA in order to obtain comprehensive coverage for the NOAA mission. Contracts have been let with several vendors. Through OASIS, access to data bases from the following vendors is available:

Systems Development Corporation's ORBIT
Lockheed's DIALOT
University of Georgia
Atomic Energy Commission
National Library of Medicine
National Aviation and Space Administration
Department of Interior
Environmental Protection Agency

For relevant data bases not available through other information

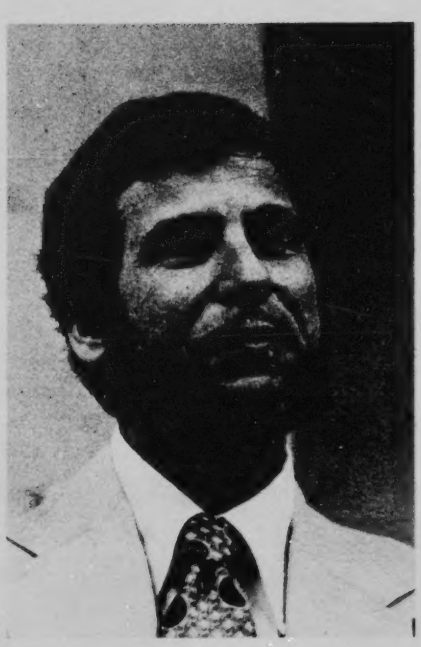
offices, NOAA has automated the appropriate data bases in-house.

Bibliographic searches through OASIS are available to anyone having a need for information in the environmental sciences and marine resources.

Further information on OASIS is available by contacting: OASIS Technical Information Specialist, D832, National Oceanic and Atmospheric Administration, Washington, D.C. 20235.

Data Bases Panel

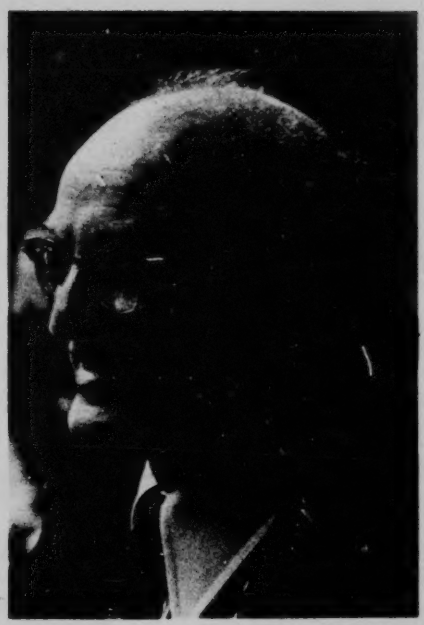
Tom Crawford
National Agricultural Library
Beltsville, Maryland



Summary not submitted.

Data Bases Panel

John H. Wilson, Jr.
Atomic Energy Commission
Washington, D. C.



The AEC/RECON computer on-line information retrieval project is operated at Oak Ridge National Laboratory by the Union Carbide Computer Sciences Division for the AEC Office of Information Services. It is a sister system to the NASA/RECON, both systems being developed from DIALOG, which originated at the Lockheed Palo Alto Research Laboratory. DIALOG began operation at ORNL in January, 1971, with five terminals on-line. It has been adapted (we call it AEC/RECON-X) to operate more effectively and efficiently as a subsystem of ORCHIS -- the Oak Ridge Computerized Hierarchical Information System. The AEC/RECON program runs in ORNL the IBM 360/75 computer.

The AEC/RECON file for *Nuclear Science Abstracts* contains about 300 million characters.

Telecommunications System

AEC/RECON stations are on a two-loop line. An eastern loop includes those east of Oak Ridge and a western loop those to the west. The line configuration developed by the telephone company permits quick isolation of troubles. If the line becomes too noisy, telephone engineers at the various bridges disconnect parts of the line until the trouble is isolated. As soon as the trouble is isolated, that part of the system is disconnected and AEC/RECON services restored.

We do not rent a phone line; we rent a service, and various existing wires are connected to provide that service. Tomorrow

they may use a different set of wires. Sometimes our west coast leg goes through Dallas, sometimes through St. Louis, although such major shifts are rare.

Storage capacity has been a major problem. Each update is preceeded by extensive file moving, reorganization, and, sometimes, deletion so that we can get some pieces of on-line storage big enough for the next edition.

More and more files will become available; twenty or more files could be going at one time. Certain files may be on-line at certain times. Several additional files are now being prepared for AEC/RECON, some with abstracts.

Update runs should become more frequent and less traumatic. In addition to update runs, there will also be edit runs. A file edit program is almost finished that will permit each correction of any errors found in the AEC/RECON files. It will also permit addition of new keywords to old items.

More display formats are planned, in particular a format giving titles and references for several documents in one screen display. Linear search capability is needed; whether it will use a technique matching strings of text or a concordance file (inverted on each word) is not yet decided. Soon an additional on-line storage device (IBM 2314 or facsimile) will double storage capacity and be faster than the data cell. Plans call for installing a large (10^{12} bit) memory device for AEC/RECON.

Some of the network input/output software is being moved to a programmable communications controller (CC-70). This controller will permit servicing several party lines and dial-up lines and several brands of terminals. The polling of terminals will be done by the communications controller, relieving the big computer of a time-consuming chore. A polling algorithm will be used which will respond to each terminal according to use. Terminals not in use will be polled less often than those in use, thus reducing waiting time for searchers.

Grade Structure of Field Librarians and Technicians Panel

Elsa S. Freeman
Director, Library Division
Department of Housing and Urban Development
Washington, D. C.

Opening Remarks

Reasons for this discussion:

1. Wide spread dissatisfaction among library employees with present Civil Service Commission classification standards for librarians and library technicians.

2. Present standards developed about 1965 and issued in 1966.

Modus vivendi or strategy and tactics for this meeting:

We shall give first opportunity to William Collins of the Civil Service Commission as the basic resource person who will present an explanation of the standards as they now exist, plans, if any, for a change in the standards, and any other matters about which he is an expert.

Sarah Thomas and I, as operating officials with both Headquarters and field experience with the standards, will respond and mention other matters. Then all of you will have opportunity to question, comment, and discuss.

William Collins' talk follows.

Sarah Thomas' remarks follow.

Elsa Freeman comments:

When the standards were first issued they represented a compromise. I worked with the group that cooperated with the Commission on this. The classification standards, not so much the qualification requirements, were not what we wanted but were a vast improvement over the Commission's first draft. I feel they are totally out-of-date now and put the library field at a disadvantage in comparison with other occupations that have much higher grade structures for positions requiring comparable education or experience. It is harder to promote people in both the Librarian and Library Technician series. We do not enjoy the advantage of what Bill Collins excellently termed "cross-occupational equity." (Specific occupations named.) HUD's two (examples cited) classification appeals in the field and two in Headquarters have all been negative because of a tough standard that is also difficult to interpret. Others in HUD have always moved faster than librarians -- intern experiences have proven that.

What can librarians do about it? The FLC is forming a Task Force to consider the 1410 and the 1411 Series with the Civil Service Commission and to try to urge that priority be given to these series for revision. ASIS Committee is to consider the 1412 - Technical Information Specialist Series. Spread the word in your own agencies also, through your personnel offices. Work in your professional societies such as SLA, ALA, ASIS, Society of Library and Information Technicians.

Factor Evaluation

Test and Implementation Group

Both of these concepts are in the report that Mr. Collins mentioned in his talk. The full citation to that document is *Civil Service Commission Report of Project to Develop, Test, and Evaluate an Improved Approach to the Evaluation of Non-Supervisory Positions at GS-1 Through GS-15.* July 1974. It is now out for comment to your personnel offices.

Related Workshop programs on how to write position descriptions, on the 1410 equivalency examination, and on upward mobility.

As of October, 1973, there were about 3,200 professional full-time librarians in the Federal Service. Of these, 1,530 were in the field. I do not have the figures on all persons employed in Federal libraries in all positions.

Have copies of the Standards in your libraries.

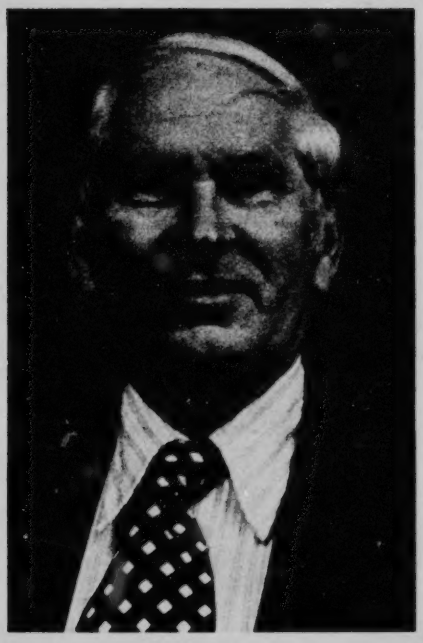
Talk with your personnel offices on library services and the importance of rewriting the standards in the new format, if it is adopted.

We welcome your questions and comments.

(Then followed almost an hour of questions and discussion.)

Grade Structure of Field Librarians and Technicians Panel

William R. Collins
Civil Service Commission
Washington, D.C.



1. Development of the Current Standards

   - First study and draft in 1964 covered only librarian positions. Comments led to abandonment and beginning all over again in mid 1964.

   - New study and draft covered professional librarian and information services specialist positions. Draft very favorably received after revision based on comments.

   - Published 1965 classification and qualification standards.

   - Study of library technician positions followed. Draft well received. After revision based on comments, classification and qualification standards published in 1966.

   Well received by the library community, the personnel management community, and the information services community.

2. Major concern in each case was to provide occupational equity and job related qualification requirements.

3. Classification standards deal with major characteristics of the occupation and typify representative or central tendency of the occupation - they are not photographic. They are written in sufficiently general terms so as not to require a rewrite every time there is a change in the occupation as a whole. Significant changes that occur and that result in assignments that are significantly different from what is

reflected in the standard in terms of difficulty and responsibility can and should be taken into account.

4. Position descriptions have to be kept up to date. Although standards don't change, individual assignments do. There is a legal requirement for a review for currency. Make it meaningful. Document the changes.

5. Work with your personnel office and with your classifier in this and every activity that may result in some personnel action affecting your jobs. Classifiers need to do their homework in learning about library jobs. Help them by doing yours and making information available to the personnel people. Give them the references that document the nature of library work and any changes that occur.

6. Availability of Copies of Standards

   Standards are public documents and can be purchased from the Government Printing Office. They should be available for study in the personnel office. Libraries can make standards more easily accessible by purchasing them and making them more available.

7. System of Setting Priorities for Conducting Standards Studies

   Periodically the Commission makes inquiries of agencies asking for their priority needs. Responses are taken into account in setting schedules. Since the agency personnel office forwards the list to us, program managers have to make their needs known to that office.

8. Classification Appeals

   The legal basis for a classification appeal decision is comparison with the published standard, not position to position comparison.

9. "Maximum" Grades

   Frequently we hear complaints that "positions can't be classified above the highest grade specifically covered in the standard." Most standards -- and specifically the standard for library technician -- state that jobs that clearly exceed the highest level described may be classified in the

appropriate grade.

10. Computer Technology

Evaluation of assignments that involve the application of computer technology should take into account the knowledges, skills, and abilities, and the decisions and judgements required by the computer application aspects of the work.

11. Positive Education Requirements

The topic most frequently raised regarding librarian positions is that of positive education requirements -- i.e., MLS. Based on the legal provisions prohibiting such a requirement, this has not been adopted as a minimum.

12. Factor Evaluation System

The report regarding development and testing of the new Factor Evaluation System is now being reviewed.

Factors common to all jobs under the system:

A. Knowledge required by the job
B. Responsibility

1) Supervisory controls
2) Guidelines

C. Difficulty

1) Complexity
2) Scope and effect

D. Personnel relationships

1) Personal contacts
2) Purpose

E. Environmental demands

1) Physical requirements
2) Work environment

Implementation is proposed over five years. We must wait for

agencies' views.

CSC consultation with agency personnel officials on subject matter will continue to be a normal part of every standards study. For library occupations we would continue to contact the Federal Library Committee, American Library Association, and professional and technical societies.

Grade Structure of Field Librarians and Technicians Panel

Sarah Thomas
Chief, Library Systems Branch
Environmental Protection Agency
Washington, D.C.

It is important to stress the role of the librarian in establishing grade levels and bringing problems with them to the attention of the personnel offices and to the Civil Service Commission.

- Each librarian, library technician or library aide should be familiar with the GS-1410, 1411, and 1412 standards.

- Each should be well organized and equipped to write a job description which adequately describes the position he or she fills.

- Each must clearly understand that grade levels are established for the job being done, not for the time in grade, one's ability to do the job, or any other factor.

- Each person must assume the responsibility to work with the local personnel officers to help them understand the activities which occur in libraries, and what changes are occurring in the profession.

- Each should be responsible for requesting a review of a job when it is felt adjustments are in order, on a routine basis of no more than two years' time.

- Each should be responsible for bringing problems associated with grade levels and standards to personnel officers and to the Civil Service Commission, when appropriate.

Flow Charting

Elizabeth Roberts
NOAA
Silver Spring, Maryland

Flowcharting is a means of documenting procedures and operations. As the word implies, and in contrast to a written description, a flowchart depicts the sequential flow of workforms, publications and information through a system while also showing the relationships between the operations performed on those materials and forms. Such relationships are difficult to extract from paragraphs of text.

A flowchart is intended to be concise and to graphically illustrate either a partial or a complete operation, in varying levels of detail. Although intended primarily as an analytical tool for computerized systems, flowcharting also works well for manual procedures; applying this technique to manual library operations is the emphasis of this presentation.

The symbols used in constructing a flowchart have been standardized in ANSI standard X3.5, last revised in 1971. There are about ten that are most commonly used, and their shapes identify functions, decisions and actions. With the use of a template the shapes can be neatly and easily drawn. The symbols are connected with directional flow lines with or without arrows. If the progression of the chart is conventional, i.e. from top to bottom or left to right, arrows are not needed.

(A demonstration of the technique as applied to an acquisitions system, was performed at this point at the chalk board.)

The use made of flowcharts and the amount of detail shown depend

on the audience to be reached. As an illustration of a job function, it can be used to show a new employee the steps involved in the job and the relationships of that job to other functions. In depicting the number of clerical steps performed in a procedure, it can be used to show management the need for clerical help and aid in assigning an appropriate salary level to the job, or, as justification for computerizing the clerical work. A flowchart can point up duplication of effort or even an illogical flow of materials from one area to another, thereby providing the possibilities for simplifying, eliminating, or combining or rearranging the elements of the workflow.

There are certain things a flowchart does not do:

1. It does not show *when*, or the timing of processes.
2. It does not tell *why* things are done.
3. It does tell *what* and *how* things are done but not *how much*. Therefore, quantities of materials and forms being handled are not evident.
4. It does not tell fully *what or who does something, or who is to do something*, and in some cases it does not give this information at all.

The use of annotations or side notes is sometimes a clumsy means of trying to compensate for these weaknesses.

To be truly representative of the existing system the flowchart must show the system with all its characteristic faults and strengths. It is most definitely a pre-requisite to any computerization of steps and functions in library operations.

Problem Solving Techniques

Sarah Thomas
Environmental Protection Agency
Washington, D.C.

Problem solving is giving answers; a problem is defined as a situation characterized by a present state and a proposed state. Problem solving involves the following steps: defining the problem, analyzing the problem, developing alternative solutions, deciding on the best solution and converting the decision into effective action.

Problem analysis begins with a comparison of what is actually happening to what should be happening in a given situation. When the exact cause of a problem is known, the choice between ways of getting things done must be made. This involves setting of standards of comparison, setting of objectives to be achieved by proposed action, and measuring each alternative against the standards.

Three common approaches to evaluation of alternative solutions are particularly relevant in libraries -- intuition, appeal to authority, and research. Intuition is very much a function of the experience of the decision maker and is not considered as reliable as an appeal to a highly respected source (either a supervisor or a library director, or the consultant or the published literature). Research represents a considerable drain on resources and is not used as often as it should be.

Management analysis, model building and role playing represent three very useful tools to analyzing problems in libraries, deriving alternatives, selecting alternatives and implementing decisions to correct problems. Checklists are often invaluable in providing reliability essential to good analyses.

Criteria most often used in libraries to evaluation alternatives are cost, performance and benefits. Cost is easy to determine once agreement has been reached on what factors are to be included in cost. Performance is more difficult to measure, and benefits often cannot be expressed at all, and if so, only indirectly.

Problem solving techniques have been slow to be applied to library problems, but it is essential that, with increasing demands, information and users, librarians learn to apply these techniques to operations and services, within the limit of resources available.

Sample Operation Check List

1. Can any steps be eliminated?
2. Can any steps be sub-divided?
3. Can any of the operations be combined?
4. Can the sequence of steps be altered?
5. Can part of the operation be performed more effectively as a separate operation?
6. Could a lower paid employee do the operation?
7. Can another person do the job better?
8. Are work loads balanced?
9. Can peak loads of activity be eliminated?
10. Can delays be eliminated or utilized for other operations?
11. Can "bottleneck" operations be eliminated, rescheduled, etc.?
12. Can the operation be done in another department to save time?
13. If the operation is changed, what effect will it have on other operations in the system?
14. Can spot checks (or inspections based on sampling techniques) be employed instead of 100 per cent inspections?
15. Is work being duplicated or performed in more than one location?
16. Can the faculty member, reader, or vendor be consulted to make both our and their operations easier and more economical?

Sample Form Check List

1. Can any form or copy be eliminated?
2. Can two or more forms be combined?

3. Can any step in the process be eliminated?
4. Is more than one administrative unit maintaining a file when one file would suffice?
5. Can forms be pre-sorted at some point during processing?
6. Can any files be eliminated? Will this form be used in the future?
7. How often? What would be the consequences if this information were lost?
8. Can any steps be combined?
9. Can the form's originator furnish additional information?
10. Can work be eliminated by supplying copies to additional departments?
11. Can needless backtracking of forms be eliminated?
12. Can the amount of time which the form is delayed while awaiting action be reduced?

Government Publications

Vicky Agee
Urban Institute
Washington, D.C.

Want to plant a vegetable garden, but don't know where to start? Looking for the zip code for Lakota, North Dakota? Or perhaps, you would like to know what the current consumer price index is in order to justify that cost of living salary increase this year. Almost without exception the government will have published a document relating to your interests and needs. The variety of government publications issued by our complex and sometimes confusing hierarchy of government agencies is both a blessing and a curse. An understanding of government publishing practices and a knowledge of sources of information about the existence of publications distributed by the government are essential in sorting through the maze.

This workshop presentation will provide the novice with background information on government documents and will provide an update to current sources on the availability of publications for the more experienced. In addition to the Government Printing Office, other sources such as the National Technical Information Service (NTIS), the National Criminal Justice Reference Service (NCJRS), the U.S. Book Exchange (USBE) and others will be discussed as distributors of government documents. Some attention will be given to how to organize your collection, but the principal emphasis will be placed on how to obtain a document in today's "Government Documents Marketplace."

Upward Mobility, Education, and Opportunity Programs Panel

Katherine Daley
National Agricultural Library
Beltsville, Maryland

Edward Shelton
Department of the Interior
Washington, D.C.

Modern thrust -- EEO Act of 1972. The importance of the Act is Section 717 which incorporates E.O. 11478 which now becomes part of the basic Act of 1972. The importance of this Workshop is that it provides for education and training.

Summary

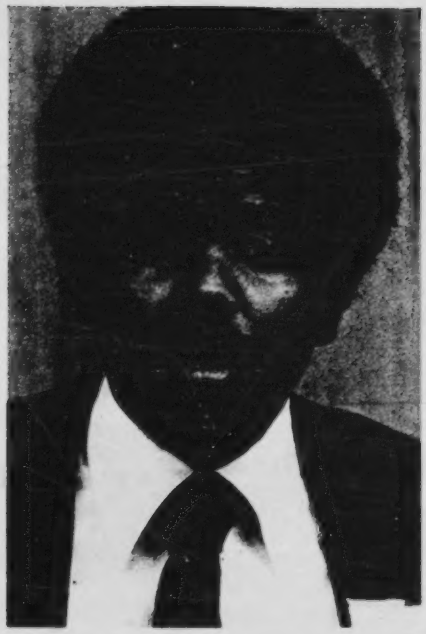
Upward Mobility: Upward mobility for some, and mainly white males, has been a part of the Federal government since the start that institution. On the other hand upward mobility as a program for minorities and women began in the late 1960's. This program comes out of the EEO Act of 1972that said in effect that Federal employees could expect to have training and education provided to enhance their skills. The important thing here is that this training was not limited to enhancing the skills in

performance of their present jobs or assignments.

Education: Education is an inherent part of upward mobility, and the most important factor in upward mobility is the designing of a career ladder which terminates in a definitive job assignment.

Upward Mobility, Education, and Opportunity Programs Panel

Andre C. Whisenton
Naval Sea Systems Command
Silver Spring, Maryland



When discussing upward mobility, education, and opportunity programs it becomes obvious that the major emphasis is on training. Training is a two way street, a union between the employee who is working toward some goal, looking for enrichment and motivation, and his management.

The momentum for a good training program in libraries is the librarian himself. The librarian finds that he is now a manager as well as a training director. As modern technology and trends advance, inflation soars, the librarian finds himself having to make important decisions. He must justify budgets, support service statistics, and make sure that adequate training is available.

The success of a training program highly depends on planning and evaluation. In designing training programs the following steps have proven to be very helpful:

1. Make a survey of the profiles of the existing support staff. Consideration must be given to prior education, experience and potential of each employee.
2. Coordinate plans with top management and agency or institution personnel in order to gain final program approval. This could include inviting managers and personnel to the library for briefings on what is wanted and to show the need for such a development program.
3. Make a survey of local educational facilities. Library managers should meet with local universities and colleges to discuss their needs and point out exactly what

they want from the learning institutions.

The above steps were used in developing an Upward Mobility Program at the Defense Intelligence Agency Library, and it proved to be workable. Through increased library courses, and on-the-job training and experiences, the paraprofessionals were able to progress.

Another example of training programs includes the Council of Navy East Coast Librarians Workshop for paraprofessionals where 25 - 30 candidates are selected from various field libraries for this workshop. These are just a few programs mentioned. There are many more in existence.

In summary, although there are many directives, bulletins, etc. on training and opportunity programs, advocating a policy of open training, they are only as effective as the people who manage them. The librarian must take a thorough look at these training programs, devote much planning to make training successful and worthwhile. Faced with inflation and other priorities he must be willing to lobby and fight for the library's true standing in the organization. The individual employee is still the organization's most important investment. The challenge is left to you, the librarian, as manager and training director, to help protect this investment.

Library Equipment

Frazer G. Poole
Library of Congress
Washington, D.C.

Summary not submitted.

Federal Library Committee

James P. Riley
Executive Director
Federal Library Committee
Washington, D.C.

In recognition of the need for continued cooperation and concerted action the Federal Library Committee has been reorganized.

The permanent members of the Federal Library Committee are the Librarian of Congress, the Director of the National Agricultural Library, the Director of the National Library of Medicine, representatives from each of the other executive departments, and delegates from the Atomic Energy Commission, the National Aeronautics and Space Administration, the National Science Foundation, the Smithsonian Institution, the Supreme Court of the United States, the U.S. Information Agency, the Veterans' Administration, and the Office of Presidential Libraries. Six members are appointed by the committee on a rotating basis by the permanent members. Serving this year are the Civil Service Commission, the U.S. Environmental Protection Agency, Export-Import Bank of the United States, the Federal Trade Commission, the Securities and Exchange Commission, and the Small Business Administration.

Ten regional members, one from each of the ten Federal regions, shall be voting members. In addition to the permanent representative from DOD, one non-voting member is selected from each of the three services (U.S. Army, U.S. Navy, U.S. Air Force). These service members, who serve for two years, are selected by the permanent Department of Defense member from a slate provided by the Federal Library Committee.

A representative of the Office of Management and Budget,

designated by the Budget Director, and others appointed by the Chairman, meet with the committee as observers.

The Federal Library Committee was established to consider:

-- policies and problems relating to Federal libraries;
-- the evaluation of existing Federal library programs and resources;
-- to determine priorities among library issues requiring attention;
-- to examine the organization and policies for acquiring, preserving, and making information available;
-- to study the need for and potential of technological innovation in library practices;
-- and, to study library budgeting and staffing problems, including recruiting, education, training, and renumeration of librarians.

Within these areas the Federal Library Committee recommends:

-- policies and other measures to promote optimum exchange of resources among Federal libraries;
-- and, to otherwise further Federal library operational efficiency.

1410 Equivalency Exam - What It Is and What It Isn't

Jack Goodwin
Smithsonian Institution Libraries
Washington, D.C.

The 1410 Equivalency test is designed to examine candidates' knowledge on all phases of library work covered in the core curriculum of library schools -- administration, acquisitions, circulation, reference, and cataloging and classification. It is an objective test requiring no written answers. There are no "trick" questions, and many of the questions can be answered by common sense.

The test may be taken more than once if a candidate does not pass it on the first go around. Passing the test means that a candidate is qualified for consideration for professional jobs in Federal libraries on the same basis as candidates who have their Masters degrees in library science, but it does not mean an automatic promotion or that a professional job is guaranteed.

Helpful preparation for passing the test may be gotten through on the job experience and training, through introductory library science courses on a not-for-credit basis, through correspondence courses, and through home reading and study.

A reading list is provided covering the various subjects covered on the 1410 exam and individual titles were discussed.

Reading List

Akers, Susan G. Simple Library Cataloging. 5th ed. Scarecrow, 1969.

Gates, J.K. Guide to the Use of Books and Libraries. 2nd ed. McGraw-Hill, 1969.

Ibid. Introduction to Librarianship. McGraw-Hill, 1968.

Gore, Daniel. Bibliography for Beginners. Appleton-Prentice-Hall, 1973.

Haviland, Virginia. Children's Literature: A Guide to Reference Sources. Library of Congress, 1966.

Hoffman, Banesh. Tyranny of Testing. Macmillan, 1964.

Hutchins, Margaret. Introduction to Reference Work. American Library Association, 1944.

Katz, W. Introduction to Reference Work. McGraw-Hill, 1969. 2 vols.

Lehnus, D.J. How to Determine Author and Title Entries According to A.A.C.R.; An Interpretive Guide with Card Examples. Oceana, 1971.

Rogers, Rutherford D., and Weber, David C. University Library Administration. Wilson, 1971.

Shaffer, K.R. Decision Making; A Seminar in Public Library Management. Linnet Books, 1971.

Spiller, D. Book Selection: An Introduction to Principles and Practice. Linnet Books, 1971.

Stebbins, Kathleen B., and Mohrhardt, Foster E. Personnel Administration in Libraries. Scarecrow, 1966.

Taylor, Margaret. Basic Reference Sources, a Self-Study Manual. Scarecrow, 1973.

Wasserman, Paul, and Bundy, Mary Lou. Reader in Library Administration. Microcard Editions, 1968.

Winchell, Constance. Guide to Reference Books. American Library Association, 1967. (With later supplements.)

The Library Journal.

The Wilson Library Bulletin.

Library Reference Service, Federal Aid in Fish and Wildlife Restoration

Deborah Eaton
Fish and Wildlife Service
Denver, Colorado

Summary not submitted.

Federal Libraries Experiment in Cooperative Cataloging

Lillian H. Washington
Consultant
Federal Library Committee
Washington, D.C.

The Federal Library Committee has entered into a cooperative agreement with the Ohio College Library Center. The Center is cooperating with the Federal Library Committee and its interested federal agency members in experimentation in the use of an on-line cataloging system. The agreement allows the Federal Library Committee to experiment for the period of one year with interfacing and connecting the Ohio College Library Center data base and existing support systems to a national automated telecommunications service system. Each user federal library is being provided not only with "hands-on experience" in shared cataloging and printed catalog cards in individualized format, but also with access to an on-line union catalog of approximately one million titles.

By linking the Ohio College Library Center system to TYMSHARE, the advantages of using an on-line cataloging system are available to federal libraries throughout the United States. The TYMSHARE network is compatible with a range of terminals operating at speeds of 10, 15, or 30 characters per second and utilizing several codes. The use of the Ohio system via TYMSHARE is especially attractive to those libraries that either already are or plan to access other data bases using teletypewriters.

In addition to the link via Tymnet, a group of federal libraries in the metropolitan Washington area has established a dedicated leased line from the Ohio College Library Center to Washington, D.C. The terminus for the leased line is in the Smithsonian

Institution Libraries, with lines from individual libraries going into the terminus. These libraries are using the high-speed OCLC Model 100 cathode ray tube terminal (CRT).

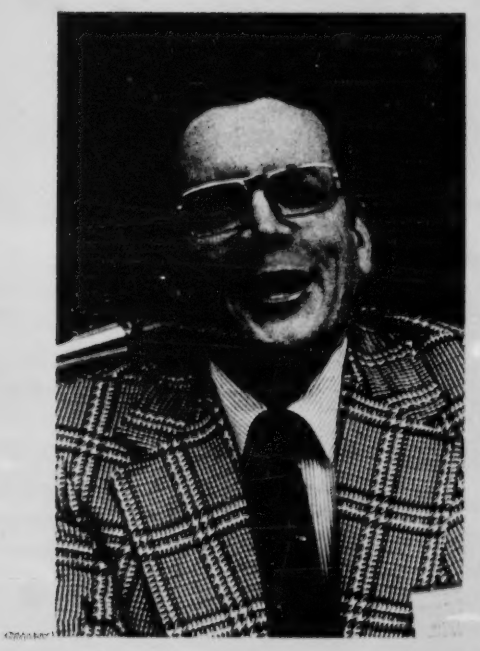
Not being able to resist the penchant for acronyms, the experiment is known as FLECC, the Federal Libraries Experiment in Cooperative Cataloging. As of October 1, 1974, there are twelve libraries operational with a total of sixteen terminals; by the end of the month there will be eighteen libraries with a total of 28 terminals operational.

Basically the system works in the following way -- a cataloger sits at the terminal with the piece to be cataloged in hand. The cataloger searches the data base for a match using one of four sort keys -- the LC card number, main title, author-title, or the OCLC record number. If a match is made, the cataloger enters any information that is peculiar to the cataloger's library, pushes a button, and a week later receives card sets printed in the format specific to the cataloger's library. If a match is not made, the cataloger catalogs the piece, and enters the information into the system, also receiving cards.

Users of the system via Tymnet have found that batching by searches and card production (i.e., record update and input of original cataloging) makes for the most economical use of the system. Tymnet terminal operators are averaging twenty searches an hour, fifteen titles an hour for card production requiring record modification, and six titles an hour for input of original cataloging (n.b. does not include cataloger's time). Users of the CRT's are averaging between three to six minutes per title dependent upon the amount of modification that is made to a record. More specific statistics will be available in early 1975 following the first formal evaluation of the experiment.

Justifying Your Library Panel

Douglas C. Brooks
Acting Director, Office of Organization
and Management Information
Department of Housing and Urban Development
Washington, D. C.



The panel subject - Justifying Your Library to Administration -- would seem to suggest the availability of a series of steps or actions that would assure a resources level for your library sufficient to do all the things you know should be done. My colleagues on the panel may have these answers, but I assure you, I do not.

One over-used maxim these days is, "How you stand depends on where you sit." Let me paraphrase that by saying *what I say is based on where I'm coming from.* After fifteen years in the field with HHFA and HUD, I have now been in our Headquarters office thirteen months. So I still relate more to the field than Washington. As far as the library is concerned, we have a very comprehensive operation in Washington, ten Regional libraries, 39 Area (or State) office collections and collections in Insuring Offices throughout the United States. I identify primarily with the field facilities, which have very small staffs, one or two in the Regions and one or a combination position in the Area Offices. Although the field numbers are small, the staff is dedicated, of high quality and has much to offer their co-workers. How then to meet the information needs best, and where are they falling down?

Francis Bacon observed that "Knowledge is power," and Thomas Fuller gave the mandate -- "If you have knowledge, let others light their candles at it." Certainly within almost any library are sources of information that, coupled with actual experience,

can give our associates powerful knowledge, and virtually all of them would desire it. The sharing of information is sometimes the problem. I don't mean to offend when I say that many times it seems as if a library is a "closed shop" with the goodies therein closely guarded by the librarian, and the customers become the "enemy." You and I know this is not so, but in the real world we deal with perception, and this is how some perceive your operation. So my *first suggestion* would be -- keep your fire of information accessible and use all the ingenuity and sales ability you have to get your associates to light their candles from it. In these times of budget and staff cuts, you need all the champions you can muster to give positive inputs during the budget formulation process.

Administrators or managers in government are very similar to their private enterprise counterparts in many ways. They look for measurable input from all their resources into a final finished product. It is easy to see that a required financial review by an analyst is necessary to process an application for a project loan or grant, or that an engineer is needed to design and construct a dam, but how do we measure the input of the librarian to the finished product of the agency or department? You must be able to show your part in keeping that financial analyst or engineer abreast of the "state of the art" in his or her field by information you can provide. A *second suggestion* -- be sure the information you have available is fresh, pertinent to the mission of the agency and becomes a recognizable part of the day-to-day job of your colleagues.

Third -- know and maintain contact with your administrators, but do it in a constructive, I-think-this-might-be-helpful-to-you way. I am not suggesting you become guilty of "over-exposure;" I am saying many of you are guilty of "under-exposure" in the front office. The librarian or management information specialist is a fairly unique individual in an office. What you do and have to offer cuts across branch and division lines making you effectively part of the "front office" operation whether you are there on the organization chart or not. But be judicious, and mix the personal contacts with the written word, which after all is your speciality.

Justifying Your Library Panel

Joe J. Shellcross
Department of Commerce
Washington, D.C.

Summary not submitted.

Justifying Your Library Panel

Aaron Dry
Bureau of Indian Affairs
Anadarko, Oklahoma

This is a very difficult topic for a former school administrator who has always had a great respect and admiration for the school library, or instructional media center, as they are now more properly named. The subject gives me a feeling of irritation because to require or suggest that a librarian would be compelled to justify the library program to the administration seems absurd and condescending. If the librarian has to do much of this, the program is in real trouble, and if I were the librarian I would probably consider seeking a position in another school system which is more professionally administered and provides better educational leadership and understanding.

To justify the library, the library staff should be well qualified and keep the administration informed of these qualifications and high standards of training. The librarian should continually make the administration aware of the importance of the instructional media center to the school's instructional program. If I were the librarian, I would insist that the school meet and go beyond the state, regional, and national standards in the library program. This includes qualification of staff, adequate staffing, budget, space, materials, equipment, and supplies.

The library can be justified by making the instructional media center attractive and accessible to the students and instructional staff which encourages optimum use. The librarian must keep the administration informed of the students' and staff's use of the library. The administration must be provided opportunities to view the library as a series of interest centers. It should

be so attractive that it would look like grand central station, but with an atmosphere of learning that is enjoyable.

If I were the librarian, I would convince the administrator that the library is not only the hub of the instructional program, but that it is the reading, listening, and viewing center of the school. These learning activities would not only be for the students to acquire information, complete assigned reports, and to increase their knowledge, but probably more importantly to be used for recreative and enjoyment purposes; especially in the reading area.

The librarian, in justifying the program, should emphasize to the administration that a student's interest and attitude toward reading is probably the most important learning tool in education and will remain a great asset throughout life.

In summary, I believe that you have a poor administration if the librarian has to spend an inordinate amount of time and energy justifying the library program. The use of the library by students and instructional staff, the importance it has in the instructional program, and its influence in the learning process is its own justification for being, and this demands adequate support.

Microforms

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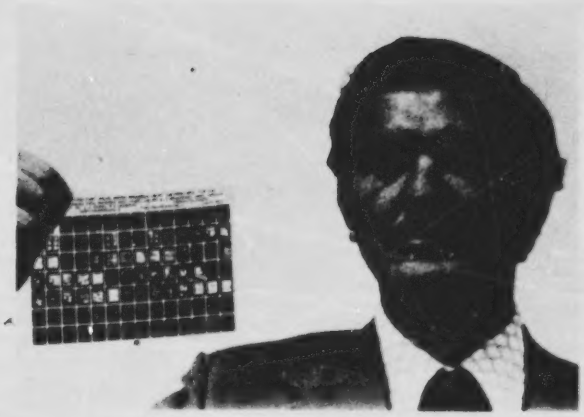

This slide presentation traces the history of microfilm from its beginnings through the present and into the future. Word association is used to involve the listener.

Through words such as space, security, and file integrity, the first modern generation of microfilm which began in the late 1920's is described. When the information explosion began in the 1950's, the combined use of microfilm and the computer was discovered. Using a microfilm base, a researcher could browse through a hugh pile of computer information, searching as many as 2000 documents contained in a magazine of microfilm in twenty seconds.

Words such as accessibility, density, speed, economy, and compatibility are used to illustrate recent advances in microfilm. For example, compatibility -- The Social Security Administration has married the computer and microfilm to create the largest single information storage and retrieval system in the world. A social security deduction is reported to the Administration where computers update the records. Then information is displayed on a television-like cathode-ray tube and microfilmed at speeds up to 110,000 characters a second.

Among the words for the future are micropublishing and color. With microfilm's capabilities, it is not too difficult to foresee a day when books will not be published as such, but will be printed out and assembled on request. Color is also probable in the not too distant future.

Perhaps the key word for microfilm is versatility. With informational needs of a complex society mounting in both quantity and variety, there is no question that the versatility of microfilm is going to make it ever more useful to more people.

Library Space

David Sierens
John Carl Warnecke
New York, New York

A. Introduction

1. Purpose of the Presentation
2. The Planning Process

B. Defining the Problem

1. The Library's Mission
2. Issues That Need To Be Resolved
3. Identify Program Data
4. Definitions

C. Establishing Standards for Allocating Space

1. Staff Areas
   a) Standards Development
   b) Furniture and Equipment Matrix
   c) Office Landscaping

2. Seating
   a) Number of Seats
   b) Space per Seat
   c) Graphic Space Standards
   d) Types of Seating

3. The Collection
   a) Density
   b) Shelf Height
   c) Space per Unit

D. Architectural Criteria

1. Space Requirements

2. Flexibility
3. Functional Analysis
   a) Flow Diagrams
   b) Adjacency Chart
   c) Proximity Matrix

4. Acoustics
5. Lighting Levels
6. Energy Conservation

E. *John Carl Warnecke* Libraries

1. Georgetown University
2. United States Naval Academy
3. Stanford University
4. University of California, Berkeley
5. University of California, Santa Cruz

Legal and Legislative Material

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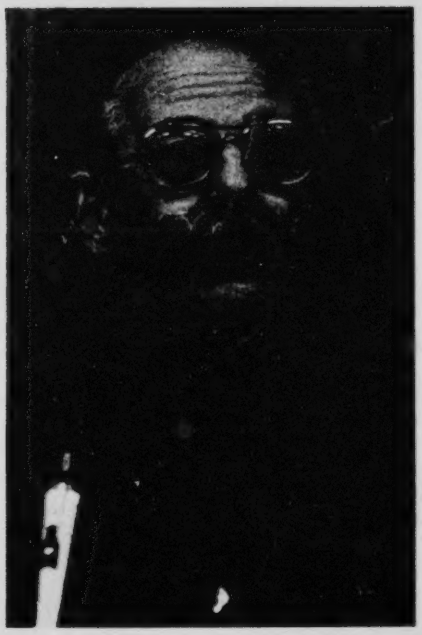

Federal librarians at one time or another are confronted with the Law. Not in the sense of the day to day officer on the beat, but in serving some member of their agency to solve a problem. The user may be a member of the legal staff or the member of some related division who is suddenly in need of some legal data.

In a law library it is hoped that one may find the tools necessary to pursue research and reference at a somewhat sophisticated level. There will be statutes, codes, federal and state court decisions; the decisions of the independent regulatory agencies; legislative histories, government documents, looseleaf services, legal journals, texts and treatises -- to say nothing about encyclopedias, digests, citators, dictionaries and basic reference tools.

However, what about the office that does not have a real law library -- and furthermore does not have a law librarian?

Now in the Federal government situation when we say law librarian -- what do we mean? We mean the person who has been put in charge of anywhere from zero to 50,000 legal volumes and more; a person who has either no, little, or extensive library experience and credentials in a legal library.

But there are some basics that must be considered before we arrive at an answer to that question. First -- let's give our law librarian a crash course in legal bibliography. For example:

Price and Bitner -- Effective Legal Research (Little Brown)

Pollock -- Fundamentals of Legal Research (Foundation Press)

Cohen -- Legal Bibliography (West)

These are practice manuals; the first two come with problem books. Now you will say, "How has one time to solve these problems?" There is an answer to that -- *The hard way* (using the manuals) or *the harder way* (on the job training). The latter is especially effective -- you give wrong answers, dispense incorrect materials, get your clientele irritated with you, and right after that comes your boss!! But after all who is your boss? An attorney? A law professor? A reknowned legal scholar? All three? So it behooves you to read up on legal research. You must learn the use of government documents and services, encyclopedias, digests, the various indexes, looseleaf services, case citators, bases and statutes, law to compile. How to find legislative histories, and how to do many other research and reference activities.

There are several important factors to consider before we go any further:

1. What are the missions of the agency?
2. What kind of a collection is needed for that mission?
3. How much budget?
4. How much staff?
5. What type of physical facility does the library have?

Agency missions vary. At Commerce, the interests are in economics, business, trade (domestic and foreign), balance of payments, census statistics, etc.; at Interior, they are natural resources, Indian affairs, reclamation, etc.; at HUD, they are community development, planning, etc. The list is endless.

To start and thrive, a law library must have some basic materials: the Statutes at Large, United States Code, Congressional Record, Federal Register, Code of Federal Regulations, the hearings, reports, documents, committee prints and Calendars of the Congress. If the attorneys are in a litigating situation, the various court decisions necessary to their purposes must be available: United States Reports, Federal Reporter, Federal Supplement, plus any regulatory agency decisions and the state reports needed at local jurisdiction levels. The service to

readers does not end at this point. Depending on the activities of the legal staff, digests of case law, legal encyclopedias, treatises, legal periodicals, and looseleaf services must be provided. The last four must reflect the subject interests of the agency.

The extensiveness of the collection will depend on the budget provided, whether or not the library ca[illegible]placed on the distribution list for at least the G.P.O. [illegible]ations and the resourcefulness of the library staff in obtaining materials through gift and exchange.

The size of the staff is generally up to the discretion of the local administrator and the tenacity of the librarian. Documenting the amount of service given to library users is necessary to build a justification for additional personnel.

The greatest constraint on a library growing in any of the above areas is very often the lack of suitable physical space. This is especially true in field offices. The continually growing nature of a law library makes it almost impossible to remain static. A good weeding program is essential. Gaining a knowledge of local resources and befriending librarians in area law libraries becomes equally essential.

The one thing to never forget is that you and your library are there to serve a particular group quickly and efficiently -- to so forget may lead quickly and efficiently to DISESTABLISHMENT!

Summary from the Field

Elaine C. Stryker
Department of Housing and Urban Development
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The fact that this is my first Federal Interagency Field Librarian's Workshop is one of the reasons that I was chosen to speak today. I have been asked to give a summary and evaluation of this Workshop from the field librarian's viewpoint, especially those field librarians present for the first time. In order to get a feeling of the general opinion, I have attempted to speak with as many of you as possible. Unfortunately there was not always a simple consensus of opinion. For every view I heard, I eventually heard the contrary expressed. Thus, I have attempted to select those most common thoughts and have divided them into three catagories: 1) miscellaneous comments, often repeated, 2) considerations of the format or technical arrangement of the Workshop, and 3) thoughts on the intellectual content of the session.

In the first category falls the often repeated approval of the prohibition against smoking during the meetings. Some people, however, suggested that the interval between sessions should then be lengthened to ten minutes to allow those who chose to leave the room to do so without disturbing the next session by tardy re-entries. Likewise the five minute in-place break of the Monday afternoon session disheartened most of the librarians in attendance. Even though both speakers were very interesting and creative, Mr. Walters was obliged to speak to an audience which was becoming restless from its long period of inactivity. Other comments upon the general structure or format of the Workshop also dealt with the question of breaks.

The hour-long breaks, which I understand were an innovation this year, had both protagonists and antagonists. The rationale behind the longer breaks was to allow more freedom for informal circulation and discussion among the librarians in attendance. Generally, I found that those participants who actually used these longer intervals for their intended purpose greatly appreciated this free time. Those who did not use these periods for their intended purpose, either through shyness or some other reason, tended to be dissatisfied. Perhaps a compromise could be achieved by offering a choice of semi-structured activities. This time could be nominally free, allowing those who wished to circulate freely to do so. However, for those who preferred a more structured activity, a room could be designated as a meeting place for interested librarians to participate in an informal "brain-storming" session. Here they could air the concerns and problems of their individual situations and glean the ideas and comments of others.

In the present Workshop, the question and answer periods partially filled this need. Most people to whom I spoke expressed their approval of these interchanges. Since these periods were sometimes abbreviated by the subsequent activity, the hope that next year they could be elongated was often expressed. The comment that these sessions were often dominated by a certain individual with a unique problem troubled some of those to whom I spoke.

A final comment on the structure of the Workshop centered upon the working sessions. The need for these sessions was universally recognized, and moreover, for some they were the principal reason for attending this year. Thus it was a considerable disappointment to discover that everyone who wished to could not participate. More sections for each topic are needed. Also, the possibility of conducting each topic on two levels was mentioned. Some of the participants also stated that longer sessions would have been worthwhile.

The comments on the intellectual content of this Workshop were quite diverse. In general, every participant found some topic of specific interest to his needs. The wide range of topics was thus appreciated, especially by newer staff who sometimes ruefully admitted that they had everything to learn.

A working session on basic cataloging was missed by many of the field personnel. It is known that many different systems of classification and subject cataloging are currently in use.

However, descriptive cataloging does not vary so much from library to library. The proponents of such a working session even ventured that learning about the differences in these areas could prove beneficial to them.

Other than the working sessions, the topics which received the most enthusiastic praise were the session on extra help (the perennial headache of librarians everywhere) and Mr. Stanley Bougas' excellent presentation on legal and legislative material. Although the time allotted to his presentation did not do justice to the breadth of the subject, everyone felt that this topic is a vital one. It was suggested that this, too, might be offered on various levels and perhaps even divided into its various components for working sessions.

A final consideration of the content of this Workshop deals with the Agency Days. Although the programs of each agency differed, each one seemed to please and enlighten the majority of its participants. For many this was their first opportunity to visit their central office. This general orientation in itself they felt was very beneficial. For the more experienced staff, these days offered a valuable occasion to concentrate on the questions unique to their agency and its functions. Basically, those to whom I spoke felt that the time allotted for Agency Days was the appropriate amount.

In conclusion, I should like to reaffirm the need felt for conferences such as this. Some participants come for basic training, others for answers to more involved questions. Whatever the motivating force, occasions such as this Workshop offer the much needed opportunity to learn basic skills, to share ideas and information, and to generally establish lines of communication to other libraries and librarians. Thus on behalf of the field librarians who attended, I should like to express our deep appreciation to the sponsoring agencies, the steering committee and all those who worked together to make this Workshop possible.

Finally, there is one point upon which everyone agreed which I feel I should mention. That unanimous feeling was praise for Capt. Grace Hopper. It was so enthusiastic that I wonder if we should not immediately begin organizing a "Grace Hopper for President" movement.

Summary from Washington

Frances F. Swim
Chief, Field Libraries Branch
NOAA
Washington, D.C.

As we come to the closing session of the 1974 Federal Interagency Field Librarians' Workshop, I should like to take just a few minutes to review the progress since the first workshop was called together in 1964 by Paul Howard, former librarian of the Department of the Interior. Only a few field librarians came to Washington for that meeting which was held in the conference room of the Assistant Secretary of the Interior. It was agreed that future meetings would be held on a biennial basis. All were conducted in Washington at the Interior Building and Library until 1968. Attendance had increased steadily, and enthusiasm on the part of visiting librarians and local staff was at a high level. The Assistant Secretary who was invited to address the group must have sensed the interest and enthusiasm, for at the closing session he recommended that the Workshop be held annually and should alternate between Washington and a field site. Thus began the pattern which we follow today.

However, with the two executive reorganization plans in 1970 in which the National Oceanic and Atmospheric Administration and Environmental Protection Agency were established on October 3 and December 2 respectively, the Department of the Interior invited the Department of Commerce in which NOAA was organized and EPA to jointly support the 1971 Workshop as a training activity for their field librarians. NOAA acquired nineteen field libraries of Interior's Bureau of Commercial Fisheries and Bureau of Sport Fisheries and Wildlife, and EPA received ten field libraries of Interior's Federal Water Quality Administration. NOAA, with the

Department of Commerce, accepted the invitation and has been a sponsoring agency since 1971. In 1972 other Federal agencies were also invited to become sponsors. Thus, the Corps of Engineers, HUD, and the National Agricultural Library have become active supporters.

The number of participants has risen steadily each year. From fewer than fifty in 1964, the FIFLW this year had 325 registrants. To conduct meetings of such magnitude necessitated the formation of a Long Range Planning Committee. The librarians of the five sponsoring agencies and three rotating members from organizational components in field libraries within the sponsoring groups constitute the LRPC. In addition, for each annual workshop, there are program planning, physical facilities, publications and printing, hospitality, Agency Days, exhibits, and registration. All of these committee members, consisting of staff of the supporting agency libraries, spent many hours, frequently on their own time, to put together the 1974 FIFLW. We owe them all our thanks for a job well done. The Long Range Planning Committee has also met many times during the year to set guidelines and policy to make these workshops stimulating and, hopefully, enriching experiences for all who attend. Because of the steadily increasing number of enrollees, totaling 325 in this year's event, it became clear to the LRPC that policy must set limits to enrollment.

The 1974 FIFLW marks a change in direction, or, a shifting of gears. In the future, the five supporting agencies will concentrate on providing programs that will enhance the career development of the librarians and personnel who provide their library and reference services to Federal scientists, technical support staff, and managers in Federal installations throughout the United States. The emphasis will continue to be on career development of Federal library staffs outside of Washington. The interface with the Washington librarians will occur only with these as speakers and primarily during the agency day programs which were expanded this year to one and a half days. All of us felt the need to have more time together within our own agencies. In 1974 Agency Day was moved forward to mid-week in contrast to the Thursday program in 1973, the last full day of sessions.

The exhibits were fewer in this Workshop than the numerous ones of last year. Space was one limiting factor and costs another. The Washington area sponsoring agencies' libraries had displays with no representation from the field. Four commercial exhibit-

ors manned booths in an adjoining room to the corridor near the meeting.

Of course, double digit inflation made its presence felt. Registration fees, rooms, meal prices, taxis, and plane fares had all advanced. Nevertheless, we have achieved the largest enrollment -- over 300 attendees! If sheer numbers are indicators of success, we made it in 1974.

The sessions consisted of a variety with a good balance among the general, simultaneous, with several repeats, and four working ones. Basic acquisitions, bibliography, job descriptions, and basic reference courses were offered on Monday and Wednesday mornings. These were innovations and were enthusiastically received.

General sessions were limited this year to only three for a total of five hours, 45 minutes. Two of these occurred on the opening day, and the third has been reserved for the final day -- now. Among the highlights of this Workshop were the presentations of the two speakers on Monday afternoon, Captain Grace Hopper, USNR, a truly amazing lady, and Roy W. Walters, a management consultant.

There were longer breaks which created a more relaxed atmosphere and provided those much needed opportunities to see former associates or make new contacts and exchange ideas or discuss similar problems. Some scientists have said that they have gleaned more information from conversations in the corridors between sessions at conferences than they have by attending lectures. Such a theory would certainly be difficult if not impossible to prove, but there is no doubt that personal contacts can be most rewarding. The longer breaks were another innovation of the 1974 Workshop.

The simultaneous sessions included topics suggested at the close of last year's Workshop. The Program Committee chose them for this reason. Topics ranged from moving a small library, library equipment, and library space to personnel issues such as grade structure of field librarians, upward mobility, extra help in libraries, and the 1410 equivalency exam. User services were addressed in sessions on user education, data bases, and library reference services. Some management techniques were reviewed in the sessions on flow charting and problem solving techniques. Cooperation among Federal Libraries was described in the two sessions on 1) the Federal Library Committee and 2) the Ohio

College Library Center (OCLC). Special kinds of library materials were presented in the sessions: government publications sources, legal and legislative material, and microforms. Finally, there were two sessions that dealt with factors which have an impact on libraries -- a summary of past year's events important to librarians (legislation affecting growth of libraries) and the administration's views on the library's contribution to the agency's missions, etc. All of these sessions were conducted by highly qualified professionals, some of whom are on the staffs of the sponsoring agencies' libraries, others, administrative and technical personnel in the sponsoring agencies, as well as experts from the private sector. In addition, staff from the Library of Congress, the Federal Library Committee, and a representative of the American Library Association gave their expertise to our sessions.

In retrospect, the Federal Interagency Field Librarians' Workshop has come a long, long way from 1964.

MARY A. HUFF

1974 FEDERAL INTERAGENCY FIELD LIBRARIANS WORKSHOP

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